



1970s

The Gavel

9-26-1972

1972 Vol. 21 No. 1

Cleveland-Marshall College of Law

Follow this and additional works at: https://engagedscholarship.csuohio.edu/lawpublications_gavel1970s

How does access to this work benefit you? Let us know!

Recommended Citation

Cleveland-Marshall College of Law, "1972 Vol. 21 No. 1" (1972). 1970s. 55.
https://engagedscholarship.csuohio.edu/lawpublications_gavel1970s/55

This Book is brought to you for free and open access by the The Gavel at EngagedScholarship@CSU. It has been accepted for inclusion in 1970s by an authorized administrator of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.



The Gavel

*La plume de ma tante
est sur la table
de mon oncle . . .
Voltaire*

The Student Newspaper of The Cleveland State University College of Law • Cleveland, Ohio

Volume 21 • No. 1 • Sept. 26, 1972

LAW REVIEW: THE CONFLICT

by Phyllis Marcus

Professor Howard Oleck, Faculty Advisor to the Cleveland State Law Review for the past sixteen years, has asked to be relieved of his assignment citing "intolerable pressure" as a factor. According to Dean Craig W. Christensen, who has not acted upon Prof. Oleck's request, it is not expected that the matter will be resolved before the start of the fall quarter. Pending such action, Dean Christensen will personally serve as Acting Faculty Advisor to the Law Review.

"This situation, as I have complained to the administration repeatedly, results from two factors," declared Prof. Oleck, explaining his position. "One, the administration's apparent attitude that the students could do no wrong, and two the thus-encouraged persistent (though bland) pressure from Pete Zawaly (the present Editor-in-Chief) to try to reduce the Faculty Advisor of the Law Review to a position of abject subservience to the student-elected Editor of the Law Review," he went on.

The decision to change the format of the Law Review after last Spring's issue, a decision made without first consulting the advisor, charged Oleck, seemed to be the beginning of the dissension between Prof. Oleck and Mr. Zawaly. "The administration seems to have discussed redirection of the Law Review policy last winter (a question full of academic importance) with the Editor (not the faculty) long before that subject was mentioned to the Faculty Advisor (and the first mention to me was by the Editor, last Spring)," continued Prof. Oleck.

The Cleveland State Law Review in the past has been composed solely of articles, written by students, faculty members, and outside authors. The format has been changed to include notes and comments written by students. The main articles now will be written mainly by Law School Faculty and outside authors.

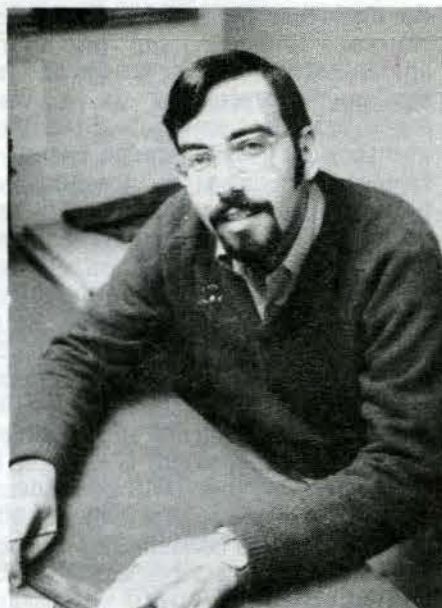
According to Prof. Oleck, the "serious friction" began with the first article sent to him for the September 1972 issue. There was a disagreement between Prof. Oleck and Mr. Zawaly as to whether the article had been sufficiently edited to submit for publication. Prof. Oleck also charged Mr. Zawaly with refusing to submit to him buck slips, for corrected articles,

by which he could grade the board members. Buck slips show who worked on an article. The final event that led to Prof. Oleck's request, according to Prof. Oleck occurred upon his return to the city after a speaking engagement at the American Bar Association Conference in San Francisco. At this time Prof. Oleck states that Mr. Zawaly telephoned him and said "that my absence had delayed the production of the issue". The next day Prof. Oleck handed in his request to be relieved of the assignments as Faculty Advisor to Law Review.

When asked what he thought about Prof. Oleck's request to be relieved of his duties as Advisor to Law Review, Mr. Zawaly replied, "Suffice it to say that much of what Mr. Oleck alleges in this matter is lacking in factual accuracy. Beyond this, I wish not to pursue. I am comfortable with my personal conduct and regret sincerely that it may have caused any ill feelings." Mr. Zawaly declared that he did indeed find himself presently in a dilemma. He continued stating, "There could be much said about the new standards, goals and aspirations of the Board of Editors. Among the Editors there is an aura of excitement and expectation that can be found only where there is a deep conviction that what is being done, is being done not for personal satisfaction, but for the overall betterment of the cause at hand."

The issue presently extends beyond Prof. Oleck's request to be relieved of his assignment as Faculty Advisor to Law Review. A proposal has been submitted by Prof. Oleck to the law school Curriculum Committee asking them to drop the three credit hours that can be earned as a Law Review

Editor. The Law Review Staff is adverse to this proposal. The Curriculum Committee will make a recommendation on the issue at their next meeting. This recommendation will then be voted upon by the faculty. The decision at this meeting will also affect the Moot Court Board, as they are believed to enjoy the same academic status as Law Review. The Moot Court Board is also very much opposed to Prof. Oleck's proposal and is curiously wondering how they have become involved in this whole situation.



Presently involved with Law Review's dilemma: Editor Peter Zawaly.



Former Advisor (?) Oleck

IMPORTANT NOTICE ON CSU HOUSING

by Barbara Stern

Due in large part to the recent nation-wide recruiting activities of the College of Law, a need for off-campus housing services arose at CSU. In an attempt to provide such help, David Levin (College of Law, '72) organized the Housing Bureau last year. Barbara Kaye Besser assumed the position of director last spring, and at present continues to function in that capacity.

The Bureau lists all kinds of housing arrangements (apartments, rooms, houses, and room and board for odd jobs) in just as varied a price range. Accommodations are separated as to type and location—east, downtown, west. Most of the listings are received by telephone or letter from those who have available space. The lodgings which are advertised in the papers are generally too costly for most students' budgets.

The Housing Bureau would appreciate any information you might have concerning available rentals. Also, it would be glad to help you in finding a roommate. The Bureau is located at 101 Mather Hall, ext. 2052.

Inside . . .

Grading.....	p.2
President's Memo.....	p.2
Message from Editors.....	p.2
Catcher in the Casebook.....	p.3
Expectations.....	p.3
New Faculty.....	p.4
Moot Court.....	p.4
Two Course Descriptions.....	p.4

EDITORIAL: GRADING

by C. Noll

"The grade that you receive in this course is not important. What really matters is how much you have learned."

Every student has heard that tired old phrase, or some variation upon it, many times during his academic career. Hardly anyone believes it, but teachers at all levels, including law school, continue to repeat it. In order to test the validity of such statements, the SBA last year conducted a survey of the hiring practices of the major law firms in Cleveland and discovered, to no one's surprise, that the large majority of them relied upon law school grades as the primary factor in deciding whether or not to hire an applicant. Therefore, since grades are very important, a truly conscientious law student will strive to discover and employ methods calculated to help him achieve the ultimate goal - high grades. With this in mind, this writer has attempted to compile a list of those methods which have, in the past, proved to be the most successful in guaranteeing a high cumulative point average in the sincere hope that it will help the more than 300 new students to have a more rewarding law school career.

By far the most popular means of grade-getting in this law school is "professor shopping." First year students are at a distinct disadvantage in the use of this method, however, since it requires not only a familiarity with the grading practices of each faculty member, but also the ability to pick and choose courses and professors. Nonetheless, if a new student is really sincere in his desire to be successful in law school, he can find ways to overcome these handicaps. Any upperclassman will gladly familiarize the student with the names of the professors to seek out and those to avoid as well as inform him of the best approach to use on each one when requesting a grade change. After that it is up to the student to take the initiative and to begin switching sections and dropping courses in order to guarantee his own success.

Once the "professor shopping" is completed, the next practice generally employed is "professor influencing." This practice has so many variations that it is impossible to list all of them here. Only the three most frequently used types will be included. The new student is left to his own creativeness and ingenuity to develop other methods better suited to his individual circumstances and personality.

The three general types of influence most often used on professors are:

(1) Influence through friendly persuasion — This practice usually requires frequent visits to the professor's office (or home), volunteering to assist with research, and just general chumminess.

(2) Influence based on need — In order to be successful in using this approach, the student must first find a sympathetic professor and then convince him-her that the student will flunk out unless given a high grade in this course. A popular variation on this method is to request a higher grade than earned based on the fact that the student's exam grade would have been higher but for his need to be employed on a full time basis. (Often generally applied to night students without any need for a request.)

(3) Influence based on past performance — After a student has succeeded in establishing a good

academic record or has gained a prestigious position in an organization such as Moot Court or Law Review, he can then demand grades that are in keeping with his status. Admittedly this method is available to only a very limited number of students, but it has proved very effective when used.

One other tactic used by some students to achieve high grades should be mentioned. This device requires the student to learn the course material thoroughly by devoting long hours to intensive study and hard work. While few would dispute the effectiveness of such practices in gaining knowledge of the law, most students have found this method less effective than those mentioned above in obtaining the ultimate goal of high grades. Thus many who began their law school careers determined to employ the hard work method soon became aware of the lack of correlation between their efforts expended and results obtained and switched to one of the more efficient practices outlined above.

In closing, it should be made clear that although the practices described here are very prevalent at this Law School, there are some students who still strive to learn and some professors who not only do an exceptional job of teaching their courses, but also fairly and adequately reward their students for the work they put into learning those courses. However, far too many students strive only for grades and far too many professors do a very inadequate, or worse, job of teaching and then distribute grades based on factors unrelated to learning or performance. In addition, there are professors who, although teaching their courses well, encourage "professor shopping" by failing large percentages of their classes. (e.g. Last year in a class of about 60 students in Real Property, 28 grades of "D" or "F" were given.) As long as so much unprofessional, incompetent, and unethical behaviour is engaged in by the faculty, there will be students who will attempt to profit by it. Only by exposing and condemning all such behavior and practices can they be abolished; and until the administration, faculty, and students demand and implement action designed to abolish such practices, CSU College of Law will continue to earn and deserve a third-rate reputation.

PRESIDENTIAL MEMORANDUM



by
**Stephen
Walker
President
S.B.A.**

Before my election, I set forth certain objectives I thought we should seek to attain. Although it's highly doubtful that the election focused on any issues, I feel strongly that we must work towards those ends. Briefly restated those goals are: (1) greater student participation in the decision making processes of this school, (2) strong opposition to any effort to eliminate part-time professors merely because they are part-timers, (3) the elimination of obvious grading disparities and (4) the abolition of the tenure system.

Since my election, I have encountered strong opposition to greater student participation in the policy making processes. When student-faculty committees were expanded, the faculty-weighted committees became even more faculty laden. In light of this, any talk by administrators of their zeal for student participation must be discarded as the shallow rhetoric that their actions reveal it to be.

There are other indications that their speech will often vary from their conduct. The administration's plea for student input is quickly withdrawn when the students answer that call. The reason often given is that the matter under consideration is entirely of an administrative nature. The present schedule is a case in point. No discussion of the merits of such a scheduling system took place, nor was the quite widespread student dissatisfaction with such a system to any avail. The system was adopted under divine guidance by an administration which substituted their ideals for ours as to the best educational scheme for us, and all this was done without discussion. Their desire for "student input" must be rephrased to more adequately represent their true desires, a desire for input which consists of intermittent accolades of administrative decisions.

I bring these facts up now so that we are made more aware of what obstacles will lie ahead in attempting to assert our rights in helping to determine our futures. Although I am somewhat doubtful as to our ability to accomplish our aims, I do not think we should lie down and play dead as we have in the past. We must make our voices heard and we must bring whatever pressures to bear that we can to achieve these goals. This too will require more solidarity and sacrifice than we have shown in the past, I hope we are up to the task.

MESSAGE FROM the EDITORS

Because this staff of new editors and writers realizes it has little to offer other than an enthusiastic desire to make the Gavel more informative and, of course, entertaining—we wish to move toward that euphoric goal by extending this invitation to all CSU law school students, teachers and alumni.

Please! Anyone of you who has something to write, draw or photograph which you feel has a place in the Gavel, stop by the Gavel office or telephone 687-2340.

The Gavel should be the law students' newspaper. Too often in the past it has been anything but that. Please push this year's editors towards quality journalism by your contributions of articles, editorials, cartoons or photographs.

IN
MEMORY
OF
BARBARA
JAMIESON



**The
Gavel**



Cleveland State University

College of Law

VOLUME 21

No. 1

Sept. 26, 1972

Room 919

University Tower

Cleveland, Ohio 44115
687-2340

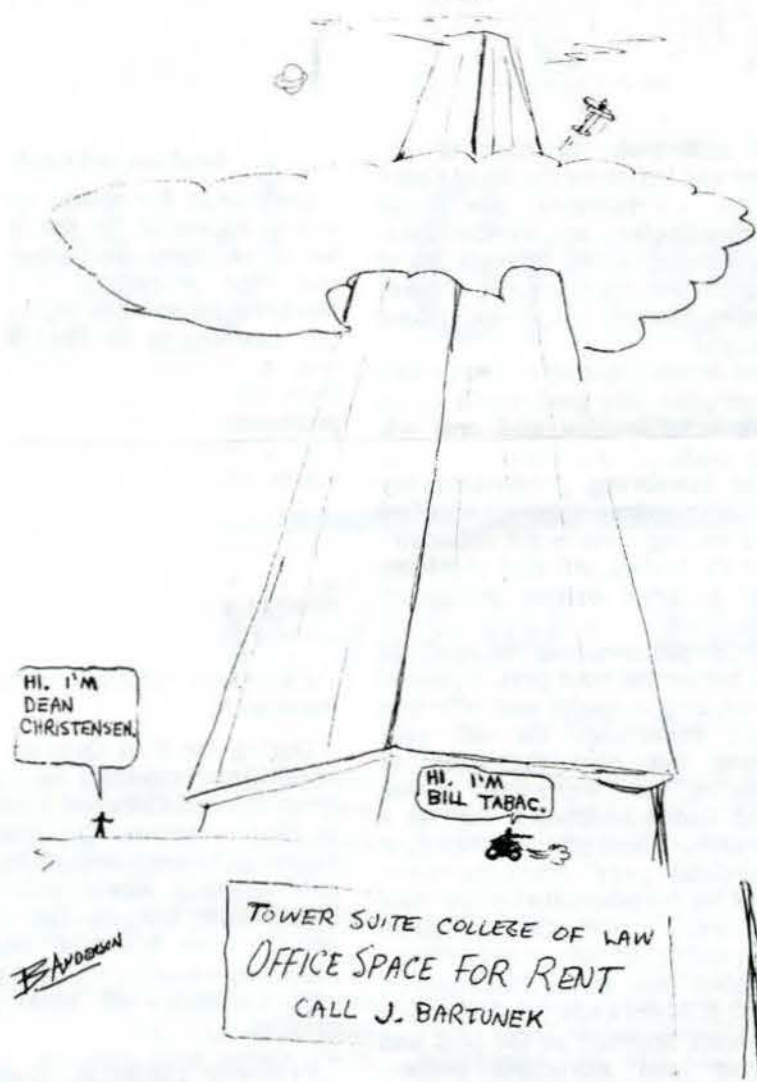
Lila Anderson, Editor-in-Chief
James Joseph, Executive Editor

STAFF

Burr Anderson, Joe Gallo,
Phyllis Marcus, Carl Noll, Barbara Stern

The views expressed herein are those of the newspaper or its by-lined reporters. Unless specifically stated, they do not reflect the views of anyone else.

The Tower Suite College of Law



WITH

- ★ TOP OF THE 22ND law lounge and Tap room
- ★ ELEVATORS TO EVERYWHERE (EVENTUALLY) [EXCEPT] TO THE LIBRARY
- ★ VARIOUS FLOORS, ONE BUILT ON THE NEXT
- ★ COUNTLESS DOORS, ONE NEXT TO ANOTHER, PLUS
- ★ LAVISHLY LOCKED ENTRANCES NEAR GROUND LEVEL

EXPECTATIONS

by George Spelvin

About three years ago in Kent State, before it had a May 4th and a frightened supra-academic atmosphere, this student and other youths sat in one of the university halls for two quarters and studied Constitutional law. Most of the class were there because they had already chosen the route for their lives to travel—law—and two terms of Con law were a logical undergrad hors d'oeuvres. In time they planned to be in a real law school somewhere, voluntarily getting the brains scrambled but enjoying a gradual and honorable entrance into the legal profession.

The professor of the course, a former Washington oil interest counselor named McMillan, managed the proceedings, as I think back, with a style and pose that were analogous to the legal educational method itself. He was often nasty, nervous, sarcastic, pernicious, unkind—and radiated Gargantuan conceit. It seemed that he yearned for the students to hate him, and actively so, indeed not to express any resentment by retreating and growing lazy, but to think harder, work at the briefs and match his arrogance with some authority of their own.

McMillan repelled me instantly. Rather than develop any matching power. I generated no activity in the class. I came in late on purpose, found contentment in putting questions to nobody, settled for confusion about almost every case we Socratically processed and was often physically absent as well.

At last I began to work at the material and surmount the integrated problem of my instructor's personality and how I was reacting to it. He had told us several times that year that the only long-range benefit of taking his Con law was the learning a little bit earlier than most about how to brief a case. I think now that my profit was the learning of how to turn authoritative class management around by being less upset about it, and mobilizing my resources. Eventually, after I started working and contesting, McMillan became more attractive to me, and so did the law. I then decided to try and get into a law school upon earning a shingle from Kent.

I must say that now, after taking a place in the rolls in this law school, I'm rather frightened. It is mostly stagefright in the blood that is felt, that anxiety over the question of "will I get applause or tomatoes?" that frequently is a basis for inner turmoil on the eve of a dramatically new experience.

Before, I saw law school as major preparation for functioning in the Reform movements and in another sense, as something to do because I had found it so irresistible, and also because it was a welcome and natural termination to the scholastic trial-and-error game of grabbing and releasing vocational love-objects.

Now I fear the development of the impossible love wherein this irresistible lady with the scales and the blindfold, whom I have come to in devotion and with the tenuous confidence of an overzealous debutante, will pull me away from my family and simultaneously push me off with innumerable tests and requirements of commitment.

But I'm excited about learning, and this eclipses fright. This pupil wishes to begin.

CATCHER IN THE CASEBOOK

by Holding Caulfield

If you really want to know the truth about it, the first thing you'll probably want to know is how hard law school is, what my lousy first year was like, and how I adjusted to it and all that F. Lee Bailey kind of crap, but I don't feel like talking about it, if you want to know the truth. In the first place, talking about law school bores me, and in the second place, my teachers and the administration would have about two hemorrhages apiece if I gave you any of the real low down about them. They're quite intelligent and all, I'm not saying that, but they're touchy as hell about those things, especially the Dean. Besides, I'm not going to write a whole god-damn encyclopedia on law school or anything. I'll just tell you about this madman stuff that happened to me in my first year, up until around Christmas-time, when I really had to get away and take a vacation and recover from being so run down and all.

Where I want to start telling is the day I came to law school. You've probably seen law school catalogs with all those "candid" pictures of some hot shot professor having coffee and talking with six or seven students. And underneath the picture it says: "Our professors often meet informally with students outside of the classroom to discuss further various topics in the law." Like all professors and students ever did in law school was have coffee and shoot the breeze about the law. Strictly for the birds. Professors don't have coffee with students at law schools anymore then they do at grade schools. And I don't remember any professors from my first year who even said hello to us peons in the hallway after class. Maybe two. If that many. And they probably came into teaching saying hello to people they met on the street, for God's sake.

Anyway, it was my first day of law school and all. I was feeling nervous and jumpy as hell. This crummy schedule they had sent me a week before school began said my first class of the day was Contracts. Contracts, for God's sake; I couldn't even understand how baseball and football players contracts worked whenever I read about them and I liked that stuff. Baseball and football players have always knocked me out. I'm not very athletic and all, but football players really got me. Basketball players aren't too bad either, I like that Alcindor — Ferdinand Lewis Alcindor.

Anyhow this Contracts class was really scaring the hell out of me. In the first place, the prof had posted an assignment on the bulletin board for the first class in the middle of August, for Christ's sake — and it was a million pages long. I even tried to read some of it, at least the first couple pages, the night before class, but I couldn't even get through the first lousy paragraph. So I put down the old Contracts text and thought of joining the Australian army or even the Merchant Marines, for God's sake, after Christmas, just in case I'd flunk out of school and all. You can tell what great shape I was in to go to my first class in law school.

Anyhow I walked into that crummy Contracts classroom not knowing one of the other poor slob sitting there. Then all of us poor dumb slob just sat there together waiting for that lousy bastard of a Contracts teacher to come in. Somehow I knew that any guy who taught Contracts just had to be a lousy bastard. Even if he didn't start out being a lousy bastard he'd get to be one after a couple of years of teaching a bastard of a course like Contracts. Sure enough within two minutes this lousy bastard walked in and introduced himself as "the flunk-

out prof of the flunk-out course" Strictly crap! He must've thought he was the scariest damn guy in the whole damn world. He was pretty scary too.

As for the rest of that hour of class and the rest of the course — I don't even want to talk about it. It depresses the hell out of me and I start to feel all vomitt-y and awful when I think about it. But if you want to know the truth, Contracts turned out to be one of the best courses I've ever taken in law school.

Anyway the next class I went to was Torts, which is different than most other law courses and all. I don't know how to explain it exactly, but the minute you walk into a torts class you feel like a goddamn gladiator back in Rome, except that instead of wanting to kill people, you get this madman craving to sue everyone in the whole damn world. At our law school there are two guys teaching Torts — I know because I switched teachers twice, I really did. Anyhow, don't you bother switching around, I mean it, because it won't do you any good. One of the teachers is a damn general who scares the hell out of you, and the other one is a damn dynamo who scares the hell out of you. Actually Torts is more of an exciting course than a scary one — until the exam.

Class preparation — now there's the aspect of law school that really screws me up — because its the kind of homework thats so long and grinding it depresses the hell out of me, but hard and interesting enough that it challenges me to death too. I swear, I'll never figure out a lot of things about law school. It's really the sort of thing that turns you into a madman. It really is. If you want to know the truth, don't ever ask me about law school, just don't even mention it to me.

FINAL RESULTS ON FACULTY APPOINTMENTS

from the Dean's Memo

Dean Craig Christensen appointed the following as full time members of the law faculty.

The appointees have excellent credentials. Their addition to the law school is a further step toward making our law school an institution of higher learning.

DAVID R. BARNHIZER, Assistant Professor of Law and Director of Clinical Legal Education. Mr. Barnhizer was awarded the A.B. degree from Muskingum College in 1966 and the J.D. degree, summa cum laude, from Ohio State University in 1969. At Ohio State, he was an editor of the Law Review and was elected to the Order of the Coif. From 1969 to 1971 he served as a Reginald Heber Smith Community Lawyer Fellow at the Legal Services Office of El Paso County, Colorado. During the past academic year he has been a LL.M. candidate at the Harvard Law School and a Ford Urban Law Fellow in clinical legal education.

JAMES M. DOUGLAS, Assistant Professor of Law. Mr. Douglas received the B.A. and J.D. degrees from Texas Southern University in 1966 and 1970. He was valedictorian of his law school graduating class. In 1971 he was awarded the J.S.M. degree from Stanford University for his work in computer law. During the past academic year he has been a member of the faculty of the Texas Southern University School of Law where he has taught Contracts and Legal Writing. In addition to other teaching responsibilities, Professor Douglas will continue at Cleveland State his work on computers and the law and will introduce a new course into the curriculum in this new subject area.

GORDON S. FRIEDMAN, Assistant Professor of Law and Assistant Director of Clinical Legal Education. Mr. Friedman was a 1964 honors graduate of Miami University. He received his law degree from George Washington University in 1967. From 1967 to 1970 he was an attorney in the Public Defender's Office of the Cleveland Legal Aid Society. Mr. Friedman served as Director of the Free Medical Clinic of Greater Cleveland and as a staff associate with the Administration of Justice Committee of the Greater Cleveland Associated Foundation during 1970-71. More recently he has been in private practice while continuing as a consultant to the Administration of Justice Committee concentrating on corrections and drug programs. He is a member of the Governor's Drug Coordinating Council and the Governor's Mental Health Task Force.

GARY T. KELDER, Assistant Professor of Law. Mr. Kelder received the B.A. degree, cum laude, from the State University of New York at New Paltz in 1968 and the J.D. degree, cum laude, from Boston University in 1971. He was affiliated with the Boston Legal Assistance Project and the Boston University Center for Criminal Justice during and following his senior year in law school. During the past academic year he has been a Criminal Law Education and Research Fellow and a candidate for the LL.M. degree in Criminal Justice at New York University.

ARTHUR R. LANDEVER, Associate Professor of Law. Mr. Landever received the A.B. degree, summa cum laude, from University College, New York University, in 1957. He received the J.D. degree in 1960 and the Ph.D. in Political Science in 1969, both also from New York University. In law school, he was a Root-Tilden Scholar and an editor of the Law Review. He engaged in private practice in New York during 1961-62 and was a teacher of Political Science at Brooklyn College, C.U.N.Y. in 1964-65. From 1967 through the current academic year he has been an Assistant Professor of Political Science at the University of Minnesota, Morris.

ROBERT J. WILLEY, Visiting Associate Professor of Law. Mr. Willey received the A.B. and J.D. degrees from the University of Nebraska in 1949 and 1951. In law school, he was elected to the Order of the Coif and was a member of the Law Review. After spending eleven years in private business, he joined the law faculty of Ohio Northern University in 1963. In 1966 he received the LL.M. degree from New York University and in the same year became an Associate Professor of Law at the University of Akron where he has continued through the current academic year. He has served as a consultant to the Ohio Crime Commission and to the Jury Instruction Committee of the Ohio Judicial Conference.



SPRING and FALL for MOOT COURT

by J. Gallo

This past spring the Moot Court Board undertook the task of expanding and bettering the Moot Court Program. Co-chairmen, Joe Gallo and Tom Begley, set as their immediate objective the difficult job of making the selection process of team members more objective and meaningful.

It was decided that an effective way to accomplish this goal would be to observe brief writing and oral advocacy skills of candidates. A competition involving predominantly those students then currently enrolled in brief writing classes got underway early in the Spring, utilizing problems created by brief writing professors and the Board.

The Competition had its ups and downs, but for the most part, it proved to be not only a useful and effective learning experience for all participating but also the kind of "measuring" or "screening" device that the Board had hoped for. As a result, an excellent group of then first and second year students were selected for membership on the Moot Court Team. Further, the competition also proved to be very "rewarding" for at least four of the participants. Arthur Hildebrandt and Sandra Logan were selected as the best and runner-up oral advocates respectively and will receive their cash awards on Moot Court Night this Fall. Announcement of the winners of the brief writing competition will be forthcoming shortly, and the appropriate cash awards for this category will also be given on Moot Court Night.

This year's National Moot Court Competition problem seems, at first blush, to be a very romantic environmental problem centered on the air polluting activities of Helter Smelter, Inc. of Downwind, Effuvia. In reality, it is a very nuts and bolts type procedural problem, involving the kinds of practical issues facing environmentalists hoping to use the Federal courts for class action suits by private citizens seeking injunctive relief and damages in an effort to enforce the standards of the Clean Air Act.

The Team is again faced with what seems the monumental task of analyzing, researching, writing and preparing the problem for oral argument to culminate in the 1972 Regional Rounds in Detroit. Members can be seen hard at work, surrounded by piles of reporters and law reviews and papers and... this year Cleveland State University College of Law is going to New York's final rounds!

MEMOS from TWO PROFESSORS

by
Goshien and Kelder

Because of the course descriptions which appeared in the orientation handbook, the Gavel abandoned its one year precedent of publishing teachers' course descriptions for the fall quarters in its first issue from fear of duplicating the handbook, from the boredom of following most professors' directives to copy the course description found in the law school catalogue and from laziness.

However the following professors took the initiative of submitting to the Gavel lay-out plans for their fall courses and we happily defer to the descriptions:

Professor Kelder (new faculty member):

During the Fall Quarter I will be teaching courses in Personal Property and Criminal Law. In each of these courses the student will hopefully become acquainted not only with certain basic principles of substantive law in the particular subject area but additionally, and most importantly, with the processes and dynamics of legal decision making.

Professor David B. Goshien (old faculty member):

CONTRACTS: The thinking man's introduction to law school. How to read cases and analyze them for ultimate or decisional facts. The lore of the law. Students will be required to write an examination involving the said skill of analysis and to explicate contract principles relevant to given factual situations. The Bramble Bush and the Light in the Turkey (Thanksgiving, Christmas or Easter varieties.)

TAXATION: The Gospel according to Bittker. The Internal Revenue Code of 1954, the 1969 Tax Reform Act, regulations and ramifications. A conceptual case approach to introduce advanced and accomplished law students to a basic code, legislative history, common law case-by-case development, public policy, economics and politics. The key is C².

PROFESSIONAL RESPONSIBILITY: A discussion course designed to bridge the gap between the ivory tower on 22nd Street and the realities of imminent practice. Paper topics will be chosen and form the basis for final grade. The Canons of Ethics and the new Code of Professional Responsibility.

The Gavel

CLEVELAND STATE UNIVERSITY COLLEGE OF LAW
University Tower • Cleveland, Ohio 44115
E. 22nd and Chester Dr.

Non-Profit Org.
U. S. POSTAGE
PAID
Cleveland, Ohio
Permit No. 2466

Return Requested

Please report any changes of address. Bulk mailings are not forwarded.

M. L. Jordan, Archivist
Cleveland State University
Euclid & E. 24th St.
Cleveland, Ohio 44115

F

#1

